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ABSTRACT

This book centers on classroom supervisory practices by describing what teaching entails and exploring proven instructional techniques. Eight chapters comprise this work: Chapter I defines supervision, explains the need for effective supervision, and describes the skills needed for effective supervision. Chapter II keynotes the elements of effective teaching. Chapter III discusses the process of and the climate for effective supervision of classroom teaching. Supervisory techniques for improving individual, group, and schoolwide instruction are clarified in chapter IV. The classroom observation process and leadership techniques in dealing with different types of teachers frame chapters V and VI. Chapter VII focuses on using data in planning for staff and school improvement. For the purpose of uncovering potential problems and solutions in the supervision of classroom instruction, chapter VIII lists hypothetical case studies divided into three broad categories: teaching, classroom management, and human relations. Appendices include sample lesson plans, guidelines for grading policies, an individual improvement plan, an intervisitation guide sheet, an agenda for faculty conferences, a staff development day schedule, one teacher's experience of what worked in the classroom, a department plan for teacher improvement, and sample observation reports. (JAM)

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